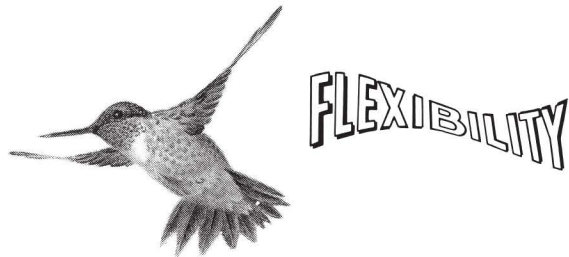


## Suggestions for Parents:

This coloring book can be used in a variety of ways and is designed specifically to correspond with the stories and pictures in *Character Sketches*, Volume II. Listed below are some suggestions for the possible ways you can teach your children the seven character qualities presented in Volume II while they enjoy utilizing this book.



☐ Have children look at a particular picture and decide the most accurate color(s) to use on the animal. Provide children with paints in the three primary colors, red, yellow, and blue. Ask them to tell you what color(s) they desire to create, such as orange, green, or violet. Encourage them to mix several colors together with the goal of creating their desired color. If, however, the colors were incorrectly mixed, teach children how to improvise with their mistakes, that is, to learn how to adapt.

☐ Before a child begins to color or paint, he should look at the overall picture and decide on his priorities and steps of action as he works on the project. For example, larger items should be colored first, smaller items should be filled in next, and outlining should be done last of all. It is also helpful to color lighter spaces first and then fill in adjacent darker spaces.

☐ Provide different sources of art media for the children to use on their pictures, for example, crayons, charcoal, colored pencils, and watercolors. Encourage children to use resources which are available at home: No. 2 and No. 3 pencils can be used for shading, and broken crayons can work just as well as unbroken crayons if pieces are large enough and a crayon sharpener is available for use.

Encourage children to be willing to change plans “midstream.” If two or more children are coloring together and one child desires to use a color that another child is using, teach the first child how to relinquish the crayon he likes to the other child and to patiently work on another section of the picture while the crayon he is waiting for is being used. This type of occurrence can initiate a lesson on yielding rights.

☐ Flexibility begins with an attitude and produces an action. Children need to learn to respond quickly to parents when asked to leave their coloring temporarily to fulfill a particular responsibility or even to completely put away their artwork when other priorities become evident. Not only does this response develop flexibility, but obedience and respect may be learned as well.

☐ Assign children the task of locating the actual animal illustration in *Character Sketches*, Volume II of the animal they are coloring. Also, have them look for other pictures of this animal in art or science books. After children have carefully observed the selection of pictures, ask them to decide the best way to color the animal picture in the *Coloring Book*.

☐ Motivate children to listen to the advice and instructions given by others with the goal of improving their pictures.

☐ Encourage children to take their coloring books, crayons, and other art media with them in a satchel or backpack to be used during “wait time,” such as traveling in a car, visiting friends, and waiting for appointments.



☐ Allow children the opportunity to look through a large box of crayons to choose the most precise colors, even the best choice of varying shades, to use for each picture.

☐ Motivate children to color and paint neatly and carefully to avoid accidents of crushed crayons, spilled paints or water, and other mishaps.

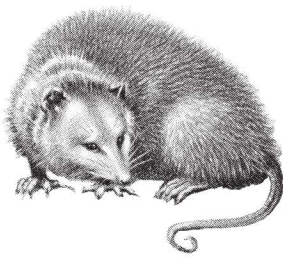
☐ The quality of alertness can be exhibited in children as they demonstrate awareness of the appropriate locations for their art supplies. For example, wax crayons should never be stored by a heater or other hot object; artwork should be done on a tabletop rather than in the middle of a heavily trafficked floor; and art supplies should be stored in an organized fashion at a precise location instead of strewn about.



☐ Children should have a small scrap of paper next to their artwork in order to “test” colors before placing them on the coloring sheet. The paper wrappers on some crayons do not give an accurate illustration of the actual color of the crayon; therefore, it is wise to use the crayon on the scrap paper in order to assure that the desired color is chosen.

☐ Encourage children to find a quiet location and time at which they can do artwork away from distractions. Help them to identify these distractions, such as noise, people, and/or adverse environmental situations, and to think of ways they can eliminate or adapt to them.

☐ Encourage children to make a commitment that they will not look at questionable artwork or draw questionable pictures. Display pictures of God’s beautiful creation and Bible verses in your home.



ATTENTION

☐ Children should learn to do what they are told to do, such as fulfilling their responsibilities around the home, before working in the *Coloring Book*.

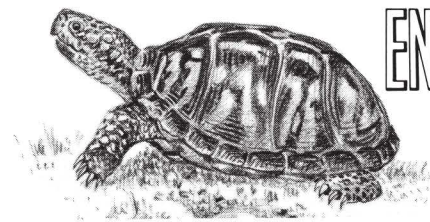
☐ If several brothers and sisters or friends are coloring together, encourage one child to be available to meet the needs of the other children by making sure they are comfortably seated and have adequate work space, they have their desired art medium, and the environment is pleasing to them. By serving others’ needs before himself, the child develops the quality of availability.

☐ Some young children have a difficult time getting started on a project; thus, they need direction on how to begin. Older children should be available to assist a younger child, if needed, by suggesting possible colors to use, giving directions on how to achieve a desired textural effect, and indicating which items to color first.

☐ Parents want to teach their children to do their best at all times; however, if this concept is overemphasized, a parent or child may develop a perfectionistic attitude. Struggles within himself and with others will result unless the child yields his

right to a perfect paper or his longing to be the very best artist.

A correct response to this attitude can be learned when two children are working on the same picture in the *Coloring Book*. Because all children are different in standards of excellence with varying degrees of artistic abilities, the “perfectionist” child can learn to yield his right to the original ambition or goal he had in mind for his picture. Thus, he will avoid the pitfalls of comparing himself with others.



ENDURANCE

☐ Assist children in the development of the ability to “stay on task” by reminding them that it is wise to complete the artistic work on one picture before proceeding to another picture. Young children should not feel pressured to complete a picture in one sitting; they may desire to color for a short while, put their art supplies away, and then return to coloring at a later time.

Children who have difficulty remaining with a task until it is completed may need to work with a timer close by. A parent or older child can begin setting the timer for a brief period and have the child work in the *Coloring Book* until the designated time runs out. Gradually, the amount of time can be lengthened until the child has learned to work on a task until it is complete.

☐ Take children to an art supply store to familiarize them with the types of supplies available. Purchase some of these supplies for the children to use on the pictures in the *Coloring Book*.

☐ Take children on a hike around your yard or at a park to find small pieces of bark, twigs, grass, flowers, etc. which can be glued onto the pictures to enhance their beauty.

☐ Children should learn to use the art supplies which are on hand at home or learn how to make their own (with an adult’s supervision). Recipes for finger paint, glue, crayons, etc. can be found in arts and crafts books from your local library.

☐ Goal setting is a difficult task to teach a child. It can be initiated, however, by helping him identify



small steps or goals he would like to achieve, such as coloring all items with strokes moving in the same direction on a page or coloring a picture in twenty minutes with all items filled in and outlined. Goals need to be reevaluated and adapted constantly. Encourage children to establish small, attainable goals concerning their artwork on a particular page or pages in the *Coloring Book*, and then the parent can assist children in evaluating the goals to see if they were accomplished. The character quality of endurance lends itself well to the quality of availability. Parents may want to correlate the two qualities in their studies.

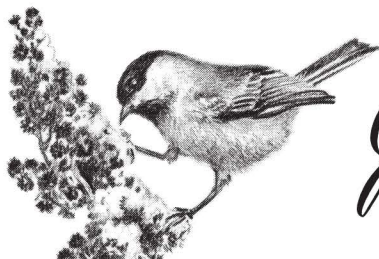
☐ Initiate a goal that children should recite the definition of the quality exhibited by the animal they are coloring and tell how the animal displays that character quality before they are able to begin work on another picture.

☐ Have one person read aloud the animal story while other family members are coloring. The Biblical character in the book who actually demonstrates the quality should be read about and discussed as well.

☐ One child can invite another child to work with him on the particular page he is coloring. As they are sitting side by side, ask them to think of ways they can be kind to one another by sharing. See if they can quote the definition of the character quality they are illustrating by memory and give an example of how it can be demonstrated.

☐ Although mistakes on pictures are inevitable when children are working with art supplies, challenge them to endure through the completion of the picture and to think of ways their mistakes can be remedied rather than quitting because they have encountered a problem.

☐ According to the policy in your home, teach children to ask for permission before they paint, glue, or color.



*Joyfulness*

☐ Play happy, melodious music with which the children can sing or whistle while they are working on the *Coloring Book*.

☐ Children should purpose that they will not mock or discredit another child's artistic skill. Instead, demonstrate to them how to initiate praise to others for their work. Give small tokens or expressions of gratefulness to children when you hear them giving praiseworthy words to another child. A few examples of words of praise follow. For a more complete list, refer to *Character Sketches Coloring Book*, Volume I.

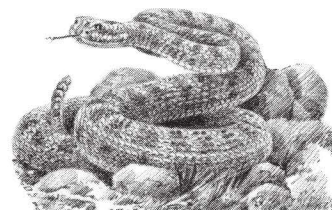
- You selected such vivid colors.
- I like your picture.
- That is a job well done!
- Wow! I knew you could tackle that picture!

☐ Provide children with a variety of bright colors of crayons, chalk, and colored pencils from which they can select in working on the *Coloring Book*.

A variation of this activity would be to provide children with a large box of crayons with bright colors and dull colors as well. Play a recording of happy, melodious music and observe the colors of art media the children select. They tend to select bright colors which go along with the recording. If, however, a sad, melancholy recording is played, children tend to choose dark, somber colors.

☐ Introduce children (through books and tapes) to people who have joyfully overcome handicaps and difficulties in their lives, such as Joni Eareckson Tada.

☐ Motivate children to relinquish crayons or other art media willingly to others when asked and to avoid becoming angry when the desired color cannot be found. Teach children to respond with gratefulness for the colors or art media they *do* have.



*Hospitality*

☐ Have children neatly color a picture and give it to a "shut-in" from your church or an elderly person in your neighborhood.

☐ After children have colored a few pictures with colored pencils, take the artwork to a craft store or frame shop to be matted and framed, or do the framing yourselves as a family project.

☐ Assign children to color a picture of an animal which exemplifies the character quality your family is studying this week during *Wisdom Searches*.